

Clarke Community School District Beginning Teacher Evaluation

Teacher: Morgan Singleton
Folder: _____
Evaluator: Jeff Sogard, MS Principal
School Name: Clarke Middle School
Grade Level: Middle School/High School
Subject(s) Taught: Art

Morgan Singleton has taught her for 2 years, both of those here at Clarke. I will have formally evaluated her twice during the 2014-2015 school year; the first time the week of October 20, 2014 and the second time the week of February 23, 2015. The following provides evidence of Mrs. Singleton's teaching performance in alignment to the Iowa Teaching Standards.

What is the objective of this lesson? The objective is for students to learn to use jewelry construction and finishing techniques to be able to design and build an original piece.

How will you know they've learned it? I will observe their practice until they have mastered the skill.

What will you do if they haven't? Reteach as needed. I will also give constructive feedback or demonstrate the skill again.

What will you do if they have? When they have mastered each skill, they will move on to the next until they have completed all of them. Then they will begin their project.

What specific content, topic, and/or skill will be taught? Metalsmithing.

How does this lesson align with the Iowa Core for your grade level/subject area? It aligns with Visual Arts in Iowa Core: *Critical Thinking *Collaboration *Productivity & Accountability.

What activities will students be engaged in that will be observed during this lesson? Students will be learning to load a blade into a saw and cut simple shapes out of balsa wood. If they master this skill, they will try on a penny.

How will technology be integrated into this lesson? Instruction and videos will be put up on the website for students to view.

Briefly describe the students in this class, including those with special needs. This class is very small (4 students) so I am able to give them lots of one on one attention. I am working on getting Luis to get more confident and independently problem solve before asking questions.

Mrs. Singleton states that the following Iowa Teaching Standards will be observed during this observation; specifically 4B, 4C, 4D, 4E.

This activity is something that was new for these students and they needed a lot of direction. But once they got going they were able to do this activity without too much trouble. Because it is a smaller class the teacher was able to give each student lots of one on one attention. Again the more they worked on this project the more confident you saw them become. These students are all good kids and were able to work independently and get this work done. They stayed engaged and on task and did a very good job doing what the teacher had asked of them. Morgan, I enjoyed coming into your classroom to observe, your students have fun and learn at the same time. Great job!

Iowa Teaching Standard Progress and Summative Evaluation for Beginning Teachers

Standard 1

Demonstrates ability to enhance academic performance and support for and implementation of the school district achievement goals.

Criteria:

- a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Administrator comments for Standard 1

Mrs. Singleton is proactive; she's in charge of her classroom and she sets students up with what they need to be successful. Mrs. Singleton has created an environment of mutual respect, rapport, and fairness and you can witness this by seeing how she interacts with her students and vice versa. Mrs. Singleton keeps detailed records and keeps the students informed on how they are doing. Mrs. Singleton focuses on strategies that are conducive to learning. This requires thinking and application of experiences and knowledge. Mrs. Singleton does a great job of monitoring the students' progress.

Check one for Standard 1

Teacher meets the standard Teacher is in progress* Does not meet the standard**

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria:

- a. The teacher understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Administrator comments for Standard 2

Mrs. Singleton begins with the end in mind; she has a plan and is very good at sticking to it and being very thorough making sure everything gets covered. Mrs. Singleton communicates with parents effectively and accurately. Mrs. Singleton expresses her ideas and thoughts clearly. Mrs. Singleton shares with her students the information that they need in order to be successful. Mrs. Singleton makes her expectations known from the beginning. A lot of material that Mrs. Singleton teaches about she herself is very interested in and it's fun for her because you can just tell that she knows her subject matter well from her studies of it. Mrs. Singleton focuses on best practice/strategies that are conducive to learning. This requires thinking and application of experiences and knowledge. Higher-order thinking questions are utilized by the teacher.

Check one for Standard 2

Teacher meets the standard Teacher is in progress* Does not meet the standard**

Standard 3

Demonstrates competence in planning and preparing for instruction.

Criteria:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses students' developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Administrator comments for Standard 3

Mrs. Singleton puts first things first; she is very good at planning and preparing before doing the actual teaching. She knows in order to be successful you have to start with a good game plan; before playing the game itself. Mrs. Singleton wants her students to understand what they are doing and why it is important. Mrs. Singleton's lesson plans were laid out on her desk and are easy to follow/read. Mrs. Singleton plans and prepares lessons that are informative and interesting. Mrs. Singleton wants her students to get something out of each of her lessons and learn as much as possible.

Check one for Standard 3

Teacher meets the standard Teacher is in progress* Does not meet the standard**

Standard 4

Uses strategies to deliver instruction that meet the multiple learning needs of students.

Criteria:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Administrator comments for Standard 4

Mrs. Singleton thinks win-win; everyone can win, even those students who need that extra help. She believes that all students can learn, in some cases it just takes a little longer (and maybe using a different approach and/or strategy). Mrs. Singleton looks at the individual student. What they can do and what they are struggling with. Mrs. Singleton for what strategy/strategies would work best. Mrs. Singleton takes a special interest in those students who need a little extra help, as long as they are willing to put forth the effort. Having a mixed-ability class, Mrs. Singleton must differentiate her instruction and lessons so that she is able to meet the needs of all of her students.

Check one for Standard 4

Teacher meets the standard Teacher is in progress* Does not meet the standard**

Standard 5

Uses a variety of methods to monitor student learning.

Criteria:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Administrator comments for Standard 5

Mrs. Singleton seeks first to understand, then to be understood; listening before talking. Mrs. Singleton is a very good listener. Mrs. Singleton understands the importance data gained from assessments and looks at and adjusts instruction for better results. Mrs. Singleton is very flexible and adjusts her instruction depending upon how her assessments go; if need be she will re-teach the lesson as mentioned earlier and/or meet with students one-on-one.

Check one for Standard 5

Teacher meets the standard Teacher is in progress* Does not meet the standard**

Standard 6

Demonstrates competence in classroom management.

Criteria:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Administrator comments for Standard 6

Mrs. Singleton understands the importance of working together, students need to, "synergize" and help each other in order to become better at what they are doing (no matter what it is). Mrs. Singleton clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills. They know her expectations and respect her authority. Mrs. Singleton tries to keep her students engaged and on-task leaving them little time for anything else. Mrs. Singleton is always looking for ways to improve her classroom management skills. Mrs. Singleton is very good working with students with behavior issues; she knows how to deal and talk to them in a way that does not escalate the situation. Mrs. Singleton has created an instructional climate that not only is conducive to learning but encourages social interaction and active engagement among the students and makes them interdependent on each other to learn what is needed. Mrs. Singleton is firm, but fair.

Check one for Standard 6

Teacher meets the standard Teacher is in progress* Does not meet the standard**

Standard 7

Engages in professional growth.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
- e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

Administrator comments for Standard 7

Mrs. Singleton understands the importance of balance is best, we need to, "sharpen the saw" and strive to have continued growth in all areas of our lives (our professional as well as our personal development). Mrs. Singleton wants to improve her instruction through the use of more technology; she knows in the future this will be a major part of what we (students & staff) will be required to do and can only help her be more effective in what she does. Mrs. Singleton collaborates with others to improve their teaching and their students' learning and supports joint

efforts for the improvement of instruction. Mrs. Singleton has participated in all of our building's professional development activities.

Check one for Standard 7

Teacher meets the standard Teacher is in progress* Does not meet the standard**

Standard 8

Fulfills professional responsibilities established by the school district.

Criteria:


- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Administrator comments for Standard 8

Mrs. Singleton wants to be a team player and knows that the stronger her team the better it is for her as a teacher. She understands she needs their help; to do what she does even better. Mrs. Singleton often goes above and beyond the "normal" expectations of a teacher and demonstrates/models professionalism each and every day.

Check one for Standard 8

Teacher meets the standard Does not meet the standard**

Evaluator's Signature: 

Date: 3-2-15

Teacher's Signature: 

Date: 3-2-15

*If a teacher is found to be "in progress" towards meeting a standard, an Awareness Phase Plan and/or Assistance Phase Plan should be in place.

**If a teacher is found to "not meet" a standard, an Assistance plan should have been completed, but not resolved.

Adopted by CCEA & Administrators: _____

